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## CHAPTER III

### METHOD OF RESEARCH

#### A. The Research Design

The type of this research was an experimental research. According to L.R Gay and Airasian (2000, p.367), experimental research is the only type of research that can hypotheses to establish cause and effect relationship. The design of this research was quasi – experimental design. A quasi-experimental design in here is by using the pretest-post-test non-equivalent group design (Lois, 2007, p.283).

In this design, the researcher used two classes as the sample; control group and experimental group. Those classes chosen by cluster randomly. Both groups got a pretest and posttest. Only the experimental group received the treatment by using Collaborative Strategic Reading (CSR) Strategy. While control class used conventional strategy/technique. However, the materials given of the research to each group were the same. The design research can be illustrated as follows:

**Table III.1**  
**Research Design**

Class	Pre- Test	Treatment	Post- Test
Experimental	O1	X	O2
Control	O3	Ø	O4

Note:

- A : Experiment Group  
 B : Control Group  
 O1 : Pre-test for experimental group and control group  
 O2 : Post-test for experimental group and control group  
 O3 : Pre-test for experimental group and control group  
 O4 : Post-test for experimental group and control group  
 X : Treatment by using Collaborative Strategic Reading (CSR)

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θ : Treatment without using Collaborative Strategic Reading(CSR)

**B. The Location and Time of the Research**

This research was conducted at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang which is located on Jl. Bangkinang – Petapahan km.18, kampar, Riau. It was conducted on May 2<sup>nd</sup> 2017.

**C. The Subject and the Object of the Research**

The subject of this research was the second year students of MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang, and the object of this research was the effect of using Collaborative Strategic Reading (CSR) Strategy on students' reading comprehension of narrative text.

**D. The Population and the Sample of the Research**

The population of this research was the second grade students at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang. They consisted of 3 classes, the total population of the second year students at MTs PP. AL-Muhajirin Sukamulya Bangkinang Seberang was 62 students. The detail of the population of this research is as follows:

**TABLE III.2**  
**The Total Population of the Research**

No	Class	Total
1	VIII A	20
2	VIII B	20
3	VIII C	22
Total		62

**TABLE III.3**  
**The Total Sample of the Research**

No	Class	Total
1	VIII A	20
2	VIII B	20
Total		40

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Based on the total population above, the researcher took the sample of the population of the research by using cluster sampling. Cluster sampling randomly selects groups, not individuals. All the member of selected groups has similar characteristics. According to Gay (2000, p.129), cluster sampling is most useful when the population is very large or spread out over a wide geographic area. Therefore, the researcher selected two classes as the sample of the research. They were the students of VIII B as experimental class and VIII A as control class. The experimental group consisted of 20 students, while the control group consisted of 20 Students. So, 40 students were representative enough to be sample of the research.

**E. The Technique of Collecting the Data**

In this research, the researcher used test to collect the data. In this test, students were required to answer the questions based on the narrative text. The test used was texts with comprehension questions. According to Heaton (1988, p.107), there are seven ways in assessing reading comprehension. They are matching items, true/false items, multiple choice items, completion items, rearrangement items, cloze procedures and open-ended and miscellaneous items. In this research, the researcher used multiple choice test. It was one of the suitable tests for testing students' reading comprehension. The teacher makes a copy of one page from a short reading passage or story students have been asked to read. Moreover,

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in measuring the score of the test, Arikunto (2012, p.281) suggested the interpretation of students' score is classified as follows:

**Table III.4**  
**The Classification of Students' Score**

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 -39	Fail

Suharsimi Arikunto (Dasar-dasar Evaluasi Pendidikan, 2012:281)

This test consisted of 25 questions and should be answered by the students. Each text consisted of 5 questions designed based on the indicators of reading comprehension such as; Identify main idea, identify generic structures, language features, find factual information, and find specific information from the reading text. The researcher then distributed pre and post test to experimental and control classes. It was used to find out the students' comprehension in reading narrative text at the second year of MTS PP. AL-Muhajirin Sukamulya Bangkinang Seberang. The blue print of the test is as follows.

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**Table III.5**  
**The Blueprint of Reading Comprehension Test**

No	Theme	Indicators	Total	Number of Question
1	Mantu's Little Elephant	a. Identify the topic of narrative text	1	1
		b. Identify information of narrative text	1	2
		c. Identify generic structure of narrative text	1	3
		d. Identify reference and inference of narrative text.	1	4
		e. Identify the language features of narrative text	1	5
2	Buggy Races	a. Identify the topic of narrative text	1	6
		b. Identify information of narrative text	1	7
		c. Identify generic structure of narrative text	1	8
		d. Identify reference and inference of narrative text.	1	9
		e. Identify the language features of narrative text	1	10
3	The Stingy and the Generous	a. Identify the topic of narrative text	1	11
		b. Identify information of narrative text	1	12
		c. Identify generic structure of narrative text	1	13
		d. Identify reference and inference of narrative text.	1	14
		e. Identify the language features of narrative text	1	15
4	The Cowardly Lion	a. Identify the topic of narrative text	1	16
		b. Identify information of narrative text	1	17
		c. Identify generic structure of narrative text	1	18
		d. Identify reference and inference of narrative text.	1	19
		e. Identify the language features of narrative text	1	20
5	The Flowers from the Moon	a. Identify the topic of narrative text	1	21
		b. Identify information of narrative text	1	22
		c. Identify generic structure of narrative text	1	23
		d. Identify reference and inference of narrative text.	1	24
		e. Identify the language features of narrative text	1	25

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In collecting data, the researcher used three steps. Those are pretest, treatment, and posttest.

#### 1. Pretest

The pretest was administered before the researcher used Collaborative Strategic Reading (CSR) Strategy in teaching reading. It aimed at knowing students' ability in reading.

#### 2. Treatment

The researcher as a teacher treated the students by applying Collaborative Strategic Reading (CSR) Strategy around School in teaching reading.

#### 3. Posttest

Posttest was administered after applying treatment. The posttest items were the same as pretest items. Pretest and posttest also have some application when they were conducted in a classroom. The purpose of this posttest was to know students' ability in reading.

### F. The Validity and Reliability of the Test

#### 1. The Validity of the Test

Every test, whether it is short, informal classroom test or a public examination should be as a valid as the test constructor can make it. The test must aim at providing a true measure of the particular skill in which it is intended to measure.

Before the test was given to the sample of this research, the researcher gave try out to the second year students of SMPN 2 Pandalian

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IV Koto. The purpose of try out is to obtain validity and reliability of the test. The test is said to be valid if it measures accurately what it is intended to measures. According to Gay (2000, p.163-167), the validity has four kinds, they are content validity, criterion validity, consequential validity and construct validity. In this research, the writer used content validity to prove the validity of the test. Before given a test to the experimental and control classes, the researcher gave a try out, the purpose of try out was to obtain validity and reliability to the test

Meanwhile, the validity of the test is determined by finding the difficulty level of each item. According to Arikunto (2006, p.207), the index of difficulty is generally expressed as the percentage of the students who answer the question correctly.

The formula for item difficulty is as follows:

$$P = \frac{B}{JS}$$

Where:

- P : Index of Difficulty  
 B : The Number of Correct Answer  
 JS : The Number of the Students

The formula above was used to find out whether each item of the test was easy. The items that did not reach the standard level of difficulty were revised and they were edited or changed with the new items that were appropriate. The accepted items were the ones which had facility values between 0.30 and 0.70. The index difficulty level of instruments is presented in the following table:

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**Table III.6**  
**Index Difficulty Level of Instruments**

Proportion Correct (p)	Items Category
0.00 – 0.30	Difficult
0.30-0.70	Average
0.70-1.00	Easy

The standard level of difficulty used was  $>0.30$  and  $<0.70$ . It means that an item is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is less than 0.30 (the item is too difficult), thus, if it is over than 0.70 (the item is too easy). On the other hand, the proposition of correct is represented by “p”, whereas the proposition of incorrect is represented by “q”. Thus, the calculation of item difficulty in this research can be seen as follows:

**Table III.7**  
**Identify the Topic of Narrative Text**

Variable	Identify the Topic of Narrative Text					N
Item No.	1	6	11	16	21	20
Correct	11	12	11	12	10	
P	0.55	0.60	0.55	0.60	0.50	
Q	0.45	0.40	0.45	0.40	0.50	

Based on the table above, the item numbers of question intended to find out the factual or certain information are 1, 6, 11, 16 and 21. The item number 1 showed that the proportion of correct answer was 0.55, the item number 6 showed that the proportion of correct answer was 0.60, the item number 11 showed that the proportion of correct answer was 0.55, the item number 16 showed that the proportion of correct answer was 0.60 and the item number 21 showed that the proportion of correct answer was 0.50. Thus, based on the standard level difficulty “p” was  $>0.30$  and  $<0.70$ . So,



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it was pointed that item difficulties of each item number for students to identify the topic of narrative text were accepted.

**Table III.8**  
**Identify Information of Narrative Text**

Variable	Identify Information of Narrative Text					N
Item No.	2	7	12	17	22	20
Correct	11	11	11	10	10	
P	0.55	0.55	0.55	0.50	0.50	
Q	0.45	0.45	0.45	0.50	0.50	

Based on the table above, the item numbers of question intended to find out the factual or certain information are 2, 7, 12, 17 and 22. The item number 2 showed that the proportion of correct answer was 0.55, the item number 7 showed that the proportion of correct answer was 0.55, the item number 12 showed that the proportion of correct answer was 0.55, the item number 17 showed that the proportion of correct answer was 0.50 and the item number 22 showed that the proportion of correct answer was 0.50. Thus, based on the standard level difficulty “p” was  $>0.30$  and  $<0.70$ . So, it was pointed that item difficulties of each item number for students to identify the information of narrative text were accepted.

**Table III.9**  
**Identify Generic Structure of Narrative Text**

Variable	Identify the Topic of Narrative Text					N
Item No.	3	8	13	18	23	20
Correct	12	11	13	13	11	
P	0.60	0.55	0.65	0.65	0.55	
Q	0.40	0.45	0.35	0.35	0.45	

Based on the table above, the item numbers of question intended to find out the factual or certain information are 3, 8, 13, 18 and 23. The item number 3 showed that the proportion of correct answer was 0.60, the item

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number 8 showed that the proportion of correct answer was 0.55, the item number 13 showed that the proportion of correct answer was 0.65, the item number 18 showed that the proportion of correct answer was 0.65 and the item number 23 showed that the proportion of correct answer was 0.55. Thus, based on the standard level difficulty “p” was  $>0.30$  and  $<0.70$ . So, it was pointed that item difficulties of each item number for students to identify the generic structure of narrative text were accepted.

**Table III.10**  
**Identify Reference and Inference of Narrative Text**

Variable	Identify the Topic of Narrative Text					N
Item No.	4	9	14	19	24	20
Correct	12	11	12	9	13	
P	0.60	0.55	0.60	0.45	0.65	
Q	0.40	0.45	0.40	0.55	0.35	

Based on the table above, the item numbers of question intended to find out the factual or certain information are 4, 9, 14, 19 and 24. The item number 4 showed that the proportion of correct answer was 0.60, the item number 9 showed that the proportion of correct answer was 0.55, the item number 14 showed that the proportion of correct answer was 0.60, the item number 19 showed that the proportion of correct answer was 0.45 and the item number 24 showed that the proportion of correct answer was 0.65. Thus, based on the standard level difficulty “p” was  $>0.30$  and  $<0.70$ . So, it was pointed that item difficulties of each item number for students to identify the reference and inference of narrative text were accepted.

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**Table III.11**  
**Identify the Language Features of Narrative Text**

Variable	Identify the Topic of Narrative Text					N
Item No.	5	10	15	20	25	20
Correct	13	12	9	11	10	
P	0.65	0.60	0.45	0.55	0.50	
Q	0.35	0.40	0.55	0.45	0.50	

Based on the table above, the item numbers of question intended to find out the factual or certain information are 5, 10, 15, 20 and 25. The item number 5 showed that the proportion of correct answer was 0.65, the item number 10 showed that the proportion of correct answer was 0.60, the item number 15 showed that the proportion of correct answer was 0.45, the item number 20 showed that the proportion of correct answer was 0.55 and the item number 25 showed that the proportion of correct answer was 0.50. Thus, based on the standard level difficulty “p” was  $>0.30$  and  $<0.70$ . So, it was pointed that item difficulties of each item number for students to identify the language features of narrative text were accepted.

## 2. The Reliability of the Test

The text must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Reliability is a criterion that can judge the quality of the test. According to Cohen (2000, p.117), reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents. Meanwhile, Scarvia B. Anderson in Arikunto (2013, p.101) said that “a reliable measure in one that provides consistent and stable indication of the

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characteristic being investigated”. It is clear that reliability is used to measure the quality of the test scores and a test is consistent.

In line with the statement above, Arikunto (2007, p.218) said the classification of reliability test was considered as follows:

- |                |                |
|----------------|----------------|
| a. 0.0 - 0.20  | = Poor         |
| b. 0.20 - 0.40 | = Satisfactory |
| c. 0.40 - 0.70 | = Good         |
| d. 0.70 – 1.00 | = Excellent    |

Based on the classification above, the researcher inferred that if reliability of the test  $>0.0$  and  $<0.20$ , it is classified into poor level. Besides, if the reliability is  $>0.20$  and  $<0.40$ , it is classified into satisfactory level. Then, if the reliability of the test is  $> 0.40$  and  $< 0.70$ , it is classified into good level, and if the reliability of the test is  $> 0.70$  and  $<1.00$ , it is classified into excellent level.

To obtain the reliability of the text given, the researcher used cronbach alpha. In this research, the reliability of the test was processed by using SPSS 23.0 version. It can be seen as in the following table.

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**Table III.12**  
**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

- a. Listwise deletion based on all variables in the procedure.

**Table III.13**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.685	2

Based on the table above, it can be seen the total number of students was 20 and the Cronbach's Alpha was 0.685. Based on the classification of reliability, it means that the instrument was reliable and it was classified into the Good reliability.

## G. Technique of Data Analysis

### 1. The Homogeneity and Normality of The Test

In order to know whether the data have normal distribution or not, the researcher used Kolmogorof-Smirnov method as the formula to analyze the data. In this research, the writer analyzed the data by using SPSS (Statistical Product and Service Solutions) 23 version program.

#### Hypothesis:

$H_0$  : The data are normally distributed

$H_a$  : The data are abnormally distributed

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**Testing Criteria:**

If the probability (sig)  $> 0.05$   $H_0$  is accepted

If the probability (sig)  $< 0.05$   $H_0$  is rejected

The result of normality of pre test score in experimental and control classes was computed by using SPSS version 23. It is presented in the following table:

**Table III.14**  
**Tests of Normality**

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
pre_test	Experiment	.135	20	.200*	.935	20	.192
	Control	.160	20	.189	.920	20	.100

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it was obtained that the significance level in Kolmogorov-Smirnov test of experimental class was 0.135; it means that  $0.135 > 0.05$ , and significance level of control class was 0.160; it means that  $0.160 > 0.05$ . In conclusion, the data are normally distributed.

Furthermore, in order to know whether the objects researched had the same variance or not, the researcher needed to describe the homogeneity analysis. Data homogeneity of variance test was calculated by using SPSS version 23. The SPSS result for Levene test was interpreted as follows:

**Testing Criteria:**

If the probability (sig)  $> 0.05$ , the data are homogenous.

If the probability (sig)  $< 0.05$ , the data are not homogenous.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The result of homogeneity test of pre-test data or Levene test was computed by using SPSS version 23 presented in the following table:

**Table III.15**  
**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
pre_test	Based on Mean	2.481	1	38	.124
	Based on Median	1.759	1	38	.193
	Based on Median and with adjusted df	1.759	1	36.810	.193
	Based on trimmed mean	2.404	1	38	.129

Based on the table above, it was found that the value of significance (sig.) was 0.124. According to Pallant (2010, p.2070), data are homogeneous or variant when the value Sig. is higher than 0.05. Based on the table, it was clear that Sig. is higher than 0.05 which indicates the homogeneity of the data. The comparison can be stated that  $0.124 > 0.05$ .

After knowing that the data were normally distributed and having the homogenous variance. The researcher needed to find out whether there is or no a significant difference between using Collaborative Strategic Reading (CSR) Strategy on students' reading comprehension and without using it of narrative text at the second year students of MTS PP. AL-Muhajirin Sukamulya Bangkinang Seberang, the data were analyzed statistically. In this research, the researcher used T-test formula (independent sample t-test) and it was calculated by using software SPSS 23 Version. The SPSS result of Independent Sample T-test can be interpreted as follows:

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hypothesis:**

$H_0$  : Variance population is identical

$H_a$  : Variance population is not identical

**Testing Criteria:**

If the value in Sig. (2-tailed)  $\leq 0.05$ , then  $H_a$  is accepted.

If the value in Sig. (2-tailed)  $\geq 0.05$ , then  $H_0$  is accepted.

Furthermore, in order to find out whether or not there is a significant effect of using Collaborative Strategic Reading (CSR) Strategy on students' reading comprehension of narrative texts, the researcher needed to provide the effect size or (Eta Squared). Then, it can be interpreted based on the following criteria (Cohen, et al., 2007, p.521).

0-0.20 = weak effect

0.21-0.50 = modest effect

0.51-1.00 = moderate effect

$\geq 1.00$  = strong effect